

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name:

Division Name:

Please list all team members who participated in this Program Review:

Name	Department	Position
Kent McGee	Evaluations	Graduation & Evaluation Coordinator
Brian Roberts	Evaluations	Evaluation Specialist, Senior
Suzanne Yamada	Evaluations	Evaluation Specialist
Susan Almendarez	Evaluations	Evaluation Specialist
Atousa Pojhan	Evaluations	Evaluation Specialist

Number of Full Time Faculty: **Number of Part Time Faculty:**

Please list all existing Classified positions: *Example: Administrative Assistant I*

List all departments covered by this review and indicate the appropriate program type.

<input type="text"/>	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
<input type="text"/>	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
<input type="text"/>	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
<input type="text"/>	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
<input type="text"/>	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

SECTION 1.1: SERVICE AREA DATA

1.1A. Service Area Data:

	2013-2014	2014-2015	2015-2016
Number of Students Served	31,242	31,332	32,616
Full-Time Load (FTEF)			
Part-Time Load (FTEF)			

1.1B. Student Service Trend:

Students Served (Over Past 3 Years): ☒ Increase ☐ Steady/No Change ☐ Decrease

1.1C. Student Demographics: Please describe service trends for the following student groups, comparing the current program-level data with previous data (past 3 years).

	Increase	Steady/No Change	Decrease
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Filipino	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Decline to State	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Female	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<25 Years Old	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
>25 Years Old	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.1D. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipino/Pacific Islanders. If your service trend for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is declining, what is your program doing to address this?

The role of the Evaluations department in regards to certificate/degree/transfer outcomes is limited to that of support, petition/GE processing and award verification. We rely on other departments, such as Academic, Counseling, Transfer and Outreach to promote awareness of and solicit petitions for graduation and general education certification. The increase or decrease in the number of students attaining positive outcomes within underserved populations is consistent with the increase or decrease in those population groups amongst the overall student head count.

In support terms we plan on running reports identifying disproportionately impacted students who have completed or are close to completing certificate or degree requirements but have not yet petitioned for those awards and providing that information to Academic and Counseling Departments so that they can provide pathways to students to complete those programs.

1.1E. Service Area: How has assessment and reflection of service-area Student Learning Outcomes (SA-SLOs) led to program changes and/or improvements?

1. After reviewing requests for GE certification and the evaluation of incoming transcripts we began building transfer equivalency tables in Banner greatly reducing the processing time on incoming transcripts.
2. Analysis of prerequisite requests has led to the allocation of additional resources including cross training with the Evaluations unit to reduce the processing time resulting in faster course prerequisite clearing for students.
3. Have begun investigating possibility of posting established course equivalencies publicly so current and potential students will be able to identify how course work completed outside of Foothill College will transfer into their chosen Foothill program.

1.1E. SA-SLOs: If your program's SA-SLOs are not being met, please discuss your program objectives aimed at addressing this.

N/A

SECTION 1.2: INSTRUCTIONAL PROGRAM DATA & ENROLLMENT

If your program has an instructional component, please complete Section 1.2.
If your program does not have an instructional component, please skip to Section 2.

1.2A. Transcriptable Program Data: Data will be posted on Institutional Research's website for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016

1.2B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data.

1.2C. Department Level Data:

	2013-2014	2014-2015	2015-2016
Enrollment			
Productivity			
Course Success			
Full-Time Load (FTEF)			
Part-Time Load (FTEF)			

1.2D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): ☐ Increase ☐ Steady/No Change ☐ Decrease

1.2E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☐ At Level ☐ Below Level
 Female: ☐ Above Level ☐ At Level ☐ Below Level

<25 Years Old: ☐ Above Level ☐ At Level ☐ Below Level
 >25 Years Old: ☐ Above Level ☐ At Level ☐ Below Level

1.2G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

1.1H Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this issue.

1.1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☐ Steady/No Change ☐ Decrease
 Program Productivity (Compared to College Goal): ☐ Above Goal ☐ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

1.1J. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard
 Targeted Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard
 Online Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard
 In-Person/Hybrid Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard

1.1K. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal
 Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal
 Online Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal
 In-Person/Hybrid Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

1.1L. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☐ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)

☐ Department Meetings ☐ Opening Day ☐ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring dialogue takes place.

1.1M. Course-Level: How has assessment and reflection of CL-SLOs led to course-level changes?

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

SECTION 2: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. Past Program Objectives/Outcomes: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Train new Evaluation Specialists	Year: 2015	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Train all Evaluators to Scribe for Degree Works auditing system	Year: 2015	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Re-assign case management	Year: 2015	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Re-assign prerequisite clearance responsibilities outside of Evaluations	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input checked="" type="checkbox"/> No Longer a Goal
Implement Diplomas on Demand	Year: 2015	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

lack of resources made re-assigning prerequisite clearance function outside of Evaluations not feasible

Please provide rationale behind any objectives that are no longer a priority for the program.

objectives reached/completed

2B. New Program Objectives: Please list all new program objectives discussed in Section 1; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Reduce Wait Time for Counselors</i>	<i>Winter 2016 Term</i>	<i>Student Surveys</i>

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW TEMPLATE for 2016-2017

Post transfer course equivalencies publicity using TES system	Summer 2017 quarter	TES equivalency management report
Identify and build equivalent transfer credit in Banner based on C-ID system	Fall 2016 quarter	Argos reports
Develop reports identifying disproportionately impacted students close to program completion	Spring/Summer 2017	Argos reports
Support OEI with expedited prerequisite clearance and transcript review	Spring 2017	eTrans reports
Engage in consistency and best practices training	Spring 2017	
Create Allied Health program templates in Degree Works for Educational Plan creation, greatly reducing the time needed by Counseling when building ed plan. Expand to other programs as appropriate.	Spring 2017	Degree Works reports

2C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- ☒ Create a culture of equity that promotes student success, particularly for underserved students.
- ☐ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- ☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

2D. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 2B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
2 Scanners	800	Best practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 PC laptops	3200	Best practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1 high velocity printer	1100	Diplomas on Demand 2014-2015	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 student success specialists(prereq clearing&transcript processing)	80K	Prereq clearance, transcript review	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

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2F. Review: Review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Hiring of two additional Evaluations Specialists and Senior Evaluation Specialist has allowed us to reduce backlog of transcript evaluation requests from what was a one to two year back log in 2012-2013 to the completion of the majority of requests received during the 2015-2016 academic year to four to six weeks. With this increased staffing we were able to build over two thousand course equivalencies in Banner from transfer institutions helping us to reduce the amount of time required for future transcript evaluation requests.

Diplomas on Demand implementation reduced the time needed to provide graduated students their diplomas by over half. Students graduating during the 2015-2016 academic year received their diplomas within three months of the end of the quarter. Prior to Diplomas on Demand the typical wait time was over six months.

SECTION 3: PROGRAM SUMMARY

3A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Hiring Evaluation Supervisor	With additional personnel and new systems being implemented in Evaluations (Degree Works reporting, College Source/TES course equivalency table creation and maintenance, coordination of Evaluation support for Online Education Initiative project and eTranscript) there is a greater need for Supervisorial position. There is a growing need for Evaluations to interact and provide support to more stakeholders within the campus, Division Deans and ETS for example.

3B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

This is an exciting time for the Evaluation's office. The implementation of Diplomas on Demand and the increased resources we've been allocated has allowed us to be more responsive to Foothill's students. During the last year we developed a report that allowed us to identify students who had completed a degree but had not petitioned for it. As a result we were able to reach out to over 100 students and assist them in receiving their General Studies-Social Sciences Associate in Arts degree. We are currently working on a project that will allow us to display transfer course equivalencies established at Foothill for

current and potential Foothill students to view and will be rolling this out in the 2017-2018 academic year. The hard work of all of our evaluators in these endeavors is highly commendable.

SECTION 4: LEARNING OUTCOMES ASSESSMENT SUMMARY

4A. Attach 2015-2016 Service-Area Outcomes: Four Column Report for SA-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

4B. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 5: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

5A. Strengths and successes of the program as evidenced by the data and analysis:

The Evaluations Office is on the pick of success! With new staff on the board they have done such a great job with equivalencies and Diploma on demand. The evaluation of incoming transcripts is taking no longer than few days compared to a month in the past. In addition, one full-time evaluator assigned to Bio/Health Department was very right decision at the time and now we see all great outcomes of that decision.

5B. Areas of concern, if any:

With the office growing we see a need for a leadership position in the office. Also, the Evaluations Office do not have ongoing B budget, which makes hard for the office to support purchases of the electronic tools and equipment. We rely on the A&R limited budget and Student Services. A separate budget would greatly help the office to be self-sufficient.

5C. Recommendations for improvement:

Keep the same speed with Equivalencies. Explore TES and prepare for EduNav implementation. The Evaluations Office will be the key component with the whole implementation process.

5D. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 5, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Assessment Report - Four Column

Foothill College SA - Evaluations

Mission Statement: To provide information and problem-solving services, as well as technical assistance to all segments of the college in the following areas: prerequisite clearance, transcript evaluation for Associate Degree and Certificate of Achievement requirements, IGETC and CSU certification, Associate Degree General Education requirements, academic council petitions, and general transfer information for the CSU and UC systems.

Primary Core Mission: Transfer

Secondary Core Mission: Workforce

Tertiary Core Mission: Basic Skills

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Evaluations - 1-Equivalence of incoming transcripts - a. Students who file the form "Equivalence for IGETC/CSU" with the Evaluations office will have the necessary tools to complete their general education transfer plan.</p> <p>b. Students submit official transcript from other institutions that need to have equivalencies established in order for DegreeWorks to recognize them.</p> <p>Year(s) to be Assessed: End of Quarter</p> <p>End Date: 06/30/2016</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Log the number of requests and the timeliness in being able to notify students of the results.</p> <p>Assessment Method Type: Data</p>	<p>02/16/2017 - 1437 transcripts were processed, scanned and initial data entered into Banner during the 2015-2016 academic year. Of these 254 transcript evaluation requests were completed. This represents over an 80% increase from past years. Through prerequisite clearance requests, course substitution petitions and transcript evaluation requests we were able to build over 2000 course equivalencies in Banner's transfer equivalency credit table, SHATATR. 417 students were awarded the Certificate of Achievement in Transfer Studies.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>02/16/2017 - Thanks to additional staffing we have been able to reduce the amount of time required to process requests from months to weeks.</p> <hr/>
		<p>12/30/2015 - a. We had a small increase in requests, only 13 additional requests over the number we processed last year. Total of 473 requests processed. Of the 473 requests that were processed 387 were awarded a Certificate of Achievement in Transfer studies.</p> <p>b. about 1314 incoming transcripts were received during the 2013-2014 academic year that require equivalences to be established. We were able process 141 equivalence request on transcripts that were received in 2012-2013 academic year.</p>	<p>12/30/2015 - We have changed the equivalency process and are able now to establish equivalencies within the same academic year</p> <hr/>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>Leaving a total of 2421 transcripts that need equivalencies established, 1107 transcripts from the 2012-2013 academic year.</p> <p>Students are needing the equivalency data from other institutions in order to select courses towards their educational goal, with the equivalence process taking so long students are being harmed. With additional evaluations staffing we would like to be able to have the incoming transcripts have an equivalency established within an academic year of receiving the transcripts.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2014-2015 Resource Request: additional evaluator</p>	
		<p>11/05/2014 - Had a 19% increase in the number requests</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
		<p>11/14/2013 - a- 109 (student submitted requests) b- 2196 (transcripts submitted to A & R)</p> <p>Result: Target Not Met Year This Assessment Occurred: 2012-2013</p>	
		<p>10/19/2011 - TBD</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>10/19/2011 - Reflection 1: Review the time frame impact on students, since they need to make decisions on which courses are necessary for transfer.</p> <p>Reflection 2: Work on decreasing the turn around time to review the requests.</p> <p>Reflection 3: Work on building the</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
			course equivalence in Banner to decrease the need for students to submit requests. <hr/>
	Assessment Method: Log the number of requests and the timeliness in being able to notify students of the results. Assessment Method Type: Data	09/26/2012 - 118 Result: Target Met Year This Assessment Occurred: 2011-2012	11/14/2013 - continue to encourage students to request equivalences <hr/>
SA - Evaluations - 2-IGETC/CSU Certifications - After completing the IGETC/CSU request form for General Education certification to a four-year institution, students will be able to gauge the status of their general education transfer requirements. Year(s) to be Assessed: End of Quarter End Date: 06/30/2016 SA-SLO Status: Active	Assessment Method: A log is kept of requests from previous years, which will allow us to compare the number of requests received in past to the number of requests currently received. Assessment Method Type: Data	02/16/2017 - 417 students were awarded the Certificate of Achievement in Transfer Studies as a result of submitting the GE request form. Lower number may be a result of students completing Transfer Degrees. Awarding of transfer degree negates need to submit GE certification request. 355 Transfer Degrees were awarded during the 2015-2016 academic year. Result: Target Met Year This Assessment Occurred: 2015-2016 <hr/> 12/30/2015 - 1,606 students received at least one of the transfer studies certificates of achievement at Foothill College between the academic years of 2011-12 and 2014-15. a- 473, which is an increase of 13 requests; b. - 2421 transcripts for the 13-14 years need to have equivalences established. 141 equivalences were done for 13-14. Result: Target Not Met Year This Assessment Occurred: 2014-2015	01/04/2016 - 1,606 students received at least one of the transfer studies certificates of achievement at Foothill College between the academic years of 2011-12 and 2014-15 <hr/>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		11/14/2013 - 460 Result: Target Met Year This Assessment Occurred: 2012-2013	
		09/06/2012 - There were 429 request for IGETC/CSU that we processed for the 11-12 academic year. This number is lower than the last few years, which is surprising since the UC's and CSU's are encouraging students request certifications. Result: Target Not Met Year This Assessment Occurred: 2011-2012	
		10/19/2011 - Reflection 1: That the number of requests have decreased from 2005-2006 when 645 were processed; to last year when 453 certificate requests were processed. Result: Target Met Year This Assessment Occurred: 2010-2011	10/19/2011 - Reflection 2: The counselors will continue to inform students of the benefits of certification and will continue to encourage students to request the certificate. Reflection 3: The state has approved the Certificate of Achievement in Transfer Studies allowing the college to more accurate data to the state on transfer numbers.
SA - Evaluations - 3 - Graduation Dates - Students will submit paperwork for graduation by deadline dates. SA-SLO Status: Inactive	Assessment Method: A database is kept of petitions submitted for each year; this allows us to compare the number of petitions received each year to previous years. Students are informed of the graduation deadlines in the schedule of classes, on the website calendar, and encouraged to apply for the Spring graduation date with an email targeting	10/19/2011 - Reflection 1: The number of students requesting to graduate has declined slightly. This could be the result of the elimination of the transfer degree. Result: Target Met Year This Assessment Occurred: 2010-2011	10/19/2011 - Reflection 2: The counselors will continue to encourage students to petition to graduate. The state has just passed a new law mandating transfer degrees; encourage the faculty at large to consider creating transfer degrees.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	<p>those students who may be eligible to graduate.</p> <p>Assessment Method Type: Data</p>		<p>Reflection 3: Work with the Student Activities Office to encourage students to apply for graduation.</p>
<p>SA - Evaluations - 4- Prerequisite Clearance - Students will submit requests for prerequisite clearance in a timely manner and include in the request an official or unofficial transcript showing completion of the prerequisite course.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 01/01/2015</p> <p>End Date: 06/30/2016</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Institutional Research provided data on the number of students who had prerequisites cleared.</p> <p>Assessment Method Type: Data</p>	<p>02/16/2017 - Volume of prerequisite clearances remained high although declined from previous year. 13,781 entries on SOATEST and an additional 482 on SFASRPO. Factoring in additional 25% for multiple and denied requests results in 17,827 prerequisites processed. All of the requests were processed within 5 business days.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>12/30/2015 - The prerequisite clearances numbers for 2015-2016 year are 33,907</p>
		<p>12/30/2015 - The prerequisite clearances numbers for 2014-2015 year are 33,907. This number is 3.5 times more than last year numbers due to significant increase in prerequisite requests. All clearances were done in timely manner within the 5 business days.</p> <p>about 9556 prerequisite clearance were done for the 2013-2014 academic year. This number was determined by having 7645 prerequisite entries on SOATEST and adding another 25% this requests that denied or required additional information.</p> <p>We initially indicated a 3 business day review of requests, but unfortunately the number of request increased requiring us to increase the review time to 5 days. In order to meet the 5 day review time goal Evaluations staff was required to assist in the process of clearing prerequisites.</p> <p>Result:</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: an additional evaluator to assist with the clearing of prerequisites and articulation of incoming transcripts.</p> <p>Resource Request: an additional evaluator to assist with the clearing of prerequisites and articulation of incoming transcripts.</p> <p>GE/IL-SLO Reflection: The prerequisite clearances numbers for 2014-2015 year are 33,907</p>	
		<p>11/14/2013 - 8994 prerequisite requests were processed</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>SA - Evaluations - 5 - DegreeWorks - Students will be able to use DegreeWorks to track their academic progress towards the awarding of a degree or completion of IGETC or CSU GE pattern. Student will be able to create/refer to their approved educational plan.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 07/01/2012</p> <p>End Date: 06/30/2016</p> <p>SA-SLO Status: Inactive</p>	<p>Assessment Method: Workshops will be connected to teach students about DegreeWorks.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: All continuing students and those students not required to take CNSL 5.</p>	<p>02/16/2017 - With Senior Evaluator on board we were able to assign duties to position supporting Allied Health programs eliminating need for ongoing workshops. They are working with department chairs and with individual Allied Health students to provide support in use of Degree Works. Have in-actived this SAO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
		<p>12/30/2015 - Presentations were only done to Allied Health Programs. We determined that creating an educational plan is individualized and a group setting is not an ideal setting for students to create their educational plans. While we did not conduct workshops for the general student population 12,590 educational plans were built and approved in Degree Works.</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>We will need to consider if we should include other specialized groups of students for which a group setting discussion on creating an educational plan would be useful.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2014-2015</p>	
		<p>11/14/2013 - Presentations were done for the 1st year students in 2 year Allied Health programs.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
	<p>Assessment Method: Retrieve data on how many ed plans are created in Degree Works. Assessment Method Type: Data</p>		